

Mini Unit Plan

“Feelin’ It!”

By Barbara Workman-Tan

Context: This is a unit which can occur near the beginning to the school year. Students will have the opportunity to share some of their feelings and will learn that it is normal to feel a variety of emotions on any given day. They will begin to understand the influence that music can have on our emotions. Once we recognize that music can impact our feelings and some of the ways in which this is done, we can then begin to create sounds/music to express our feelings. Students will have the opportunity to create short musical selections to represent a feeling. This will be presented to the class in the form of an i-Movie.

UNIT PLAN

“Feelin’ It”

Subject/Title: Grade 1 Music

Duration: 4 - 40 minute music periods

What do we want students to learn?

Concepts: Composition, Expression

Theme: Feelings

Big Idea/Learning Goal/Enduring Understandings:

Music can be a great way for us to express our feelings. We may choose to listen to, or sing songs because we feel a certain way or wish to feel a certain emotion. We can also create/compose music that reflects how we feel (or want to feel).

Overall Expectations (from curriculum)

- Students will: apply the creative process to create and perform music, using the elements and techniques of music.
- Students will: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a musical experience.

Specific Expectations (from curriculum)

Skills:

- create compositions for a specific purpose and a familiar audience
- express initial reactions and personal responses to musical performances in a variety of ways
- describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create
- identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
- identify and describe musical experiences in their own lives

Knowledge

- musical elements: duration, pitch, dynamics/articulation, timbre, texture/harmony, form
- emotions: happy, sad, angry, jealous, excited,

Understandings

- a musical composition is simply a musical work that has been created; it may or may not be written down (and even if it is it may or may not use traditional notation)
- it is normal for us to feel a variety of emotions on a daily basis
- expressing our emotions is one way of helping us deal with them

Prior Learning

Prior to this lesson, students will have: sung a variety of songs to which they can refer.

Assessment Information

Assessment/Success Criteria

(Achievement Chart Category)

- see attached checklist/rubric

Assessment Tools

Pre-Assessment: Students' familiarity with feelings. (Oral assessment) Can you identify various feelings?

Evaluation/Culminating Task

The students will think of an emotion and a situation that conjures up that emotion for them. They will create music that they feel creates that emotion. Both the music and a picture of their feeling will be combined (with the remainder of the class') and put into an i-Movie to show to everyone.

Assessment as/for learning: (see blue text)
Watch students as they go to the four corners of the room, listening for the different emotions. Observe as students create sounds to exemplify different moods.

Assessment of Learning (Evaluation): See culminating task.

Differentiated Instruction Details

Knowledge of Students

Differentiation based on student:

☒ Readiness ☒ Interest ☐ Learning Styles ☐ Other: _____

Students who do not seem ready to express their emotions or are unable to "label" them can choose one of the feelings from the feeling faces. (Help them to select and easy one.) They can look through a magazine to find someone who looks like they may be feeling that way.

If a student is unable to write their sentence they can draw the face and dictate their sentence.

Differentiated Instruction Response:

☐ Content ☐ Process ☒ Product ☐ Environment

Students who are more experienced with the instruments can create more complex pieces to accompany their feelings.

The Learning Experience

Whole Class/Groups/Independent ⇒ Instructional Strategies & Structures

Overview - (see below for more detailed description of each of the lessons)

Lesson 1 – Minds On (Establishing a positive learning environment; connecting to prior learning & experience; setting the context for learning; pre-assessment opportunities)

How do you feel? We feel a variety of emotions every day. Sing song about feelings: Hi-5 *Feelings*. Music can make us feel a certain way. Play game: go to the feeling (picture) you feel from the music. Use feeling faces to share how you feel. Sing *Morning Strut*.

Lesson 2 – Action (introducing new learning or extending/reinforcing prior learning; providing opportunities for practice and application of learning; opportunities for assessment as/for learning)

Sing *Morning Strut*. Use feeling faces to share how you feel. Play game: create music to match the feeling. Sing Hi-5 *Feelings*.

Lesson 3 - Sing *Morning Strut*. Watch video of *I Feel* book. Students complete their own “I Feel” statements and draw a picture. Then they decide what music/sounds they feel will be a good representation of their feeling. End with *If You’re Happy and You Know It*, adding in other feelings.

Lesson 4 – Consolidation & Connection (helping students demonstrate what they have learned; providing opportunities for consolidation & reflection; final culmination of unit and opportunity for evaluation)

Help the students to create the music for each of their feelings. Record. Prepare this with the scanned pictures to bring in for next class. Reflect on the project. End with Hi-5 *Feelings*.

Lesson 1 –

10 MIN. INTRO: (Minds On) “Good morning everyone. I feel ____ today. Have any of you ever felt ____? Do you know why I feel that way? (Explain what happened to make you feel that way.) Does anyone feel a different way this morning? How do you feel? (Go around the class and write down the different feelings.) Sometimes when we feel a certain way, it helps if we sing a song.

8 MIN. SINGING & DANCING: (Minds On) Listen to this song about “feelings”. [Play Hi-5 “*Feelings*” song <http://www.youtube.com/watch?v=JWo-hnjVu7Y&feature=related>]

Let’s try singing the song with the actions!

3 MIN. DISCUSSION: (Action) What do they say about feelings in the song? (Feelings are something that everyone has. Sometimes they’re good, sometimes they’re bad.) What changes your feelings? Do you think music can change your feelings?

10 MIN. GAME: (Action) In the 4 corners of the room are 4 different feelings [Have faces on the wall depicting sad, scared, happy, sleepy.] Everyone go to the sad area. What could you do with your body/face to look sad? Now let’s move to the happy area. How can you look happy? Continue with sleepy and scared. I’m going to play a short bit of music and I want you to go to the area that matches how the music makes you feel. [Play various short clips of music that depict the 4 emotions.] **Assessment for:** Watch to see if the students have trouble identifying the emotions created by the music.

8 MIN. WRAP UP: (Consolidation & Connection) Let's come back to the carpet and see how everyone feels now. Did the music or something that happened today change how you feel? You each have a bag of feeling faces. Look through the bag until you find one that matches how you feel now. Take it out and put it in your lap. Now turn to your elbow partner (making sure no one is left out) and share why you think you might feel that way (students may opt to pass). Sometimes we don't even know why we feel a certain way and that's OK too!

2 MIN. CLOSING SONG: (Consolidation & Connection) Let's end with a song that might help us to get in a happy mood, if we weren't there already! [Sing *The Morning Strut* by Mar. Harman.]

Lesson 2 –

5 MIN. INTRO: (Minds On) Good morning! Does everyone remember what we were singing and learning about last music class? Feelings! And we ended with a song to help us feel happy. Let's start with that song today. [Sing *The Morning Strut* by Mar. Harman.]

3 MIN. PARTNER SHARE: (Minds On) Now I'd like you to take out your feeling faces and choose one that matches how your feeling today. Find someone who is _____ (make sure no one is left out) and share how you feel, if you'd like.

28 MIN. GAME/ACTIVITY: (Action) Last time we played a game and we listened to short musical clips and decided how they made us feel. Today we're going to do the backwards version of that game. I'm going to give you the feeling and you're going to decide what the music should sound like. Let's listen to the clips from last day and see if we can figure out what helped to make them sound like the feelings we chose. [Listen to the clips and discuss the sounds very briefly.] Now it's our turn to try to make music that sounds like different feelings. [Split the students into 4 groups and give each group a feeling and suitable instruments. Keep it secret!!!!] [Instruments: drums, low boomwhackers, soprano xylophones, bells, triangles, voice, variety of shakers & rhythm instruments.] [Give the groups a chance to practice.] Remember to practice using your "secret sounds". You don't want to play it loudly or the other groups will hear you! When everyone is ready the other groups will try to guess what your feeling is. [Put up more feeling pictures than you've actually assigned to confuse them! Have the groups that are listening sit with their backs to the students who are playing so that they can't see/read their body language.] [Remind everyone how to listen when others are performing. What kinds of comments are appropriate?] **Assessment for:** Do the students seem to know which instruments can be used to create different sounds?

(Consolidation & Connection) Was it easy to tell? What did you do to try to create your feeling?

4 MIN. CLOSING SONG: (Consolidation & Connection) Great job today! Let's end with our Hi-5 "*Feelings*" song.

Lesson 3 –

5 MIN. INTRO: (Minds On) Good morning! Does everyone remember what we were singing and learning about last music class? Feelings! And we started with a song to help us feel happy. Let's start with that song again today. [Sing *The Morning Strut* by Mar. Harman.]

30 MIN. ACTIVITY: (Action) Last class you actually composed some music! When you were given the emotion or feeling and you created music to go with it, that was composing music. Sometimes when people compose music they write down what they do so they can remember it. Other people just remember it in their heads and still others aren't worried about whether they remember it or not! Today we're going to compose some more music to go along with a book about our feelings. That's right, we're actually going to write a book and write music to go with it! Watch this book that has been written about the many feelings that we experience during the day. As you watch it, think about whether you have any of the same feelings for any of the same reasons. <http://www.youtube.com/watch?v=Eu-Ztd0XMUo&feature=related> Now we're going to create our own class version of the book. You will need to think of a feeling that you want to use and be ready to finish the sentence, "When I _____ I feel _____." Let's listen to the story again and this time listen to the noises that they put with each of the feelings. [Give each child a page to write their feeling statement on. They will just fill in the blanks. When they are finished they can begin to draw a picture to go with their statement.] Now that we have all of the feeling statements each of you need to decide what music you want to put with your page to create that feeling. Do you want us to sing something? Play the instruments? Make noises? Think about what you would like to do. Experiment with a few things and write it on the "My composition" sheet. When you are finished you can put your name on the board and work on your picture. [As students finish, match them up to discuss their ideas for making the sounds.]

5 MIN. ACTION SONG: (Consolidation & Connection) Let's end today with another song that you probably already know, that talks about feelings: *If You're Happy and You Know It!* [Sing the first verse.] Let's change the song a little and add in some other feelings. Who wants to tell us how you're feeling today and we'll put it in the song? [Sing the song with, "if you're feeling and you know it action.]

Lesson 4 –

2 MIN. INTRO: (Minds On) Good morning everyone! We have learned a lot about feelings and how we can express how we feel with music. Last class you each wrote a sentence about what makes you feel a certain way and you decided which sounds you needed to go with your sentence. Today we get to perform the sounds for our book!

30 MIN. ACTIVITY: (Action) We will perform each person's sounds one at a time and record them and then we can put the sounds together with the pictures and sentences.
(Consolidation & Connection) Discuss how the sounds work. Is that the sound the student wanted? [Record the sounds for each person's sentence.] Now I will take the sounds we recorded and put them with the words and pictures. Next week we can see and hear it all together! [Scan the students' pictures and sentences, add in the sounds and play it in i-Movie.]

2 MIN. WRAP-UP: Great work everyone! Let's end with our Hi-5 Feelings song.

Follow-Up: Bring in the completed i-Movie with the students feelings statements and the music and play it for the class. Have the students reflect on their work.

Resources	
<u>Resources for the Teacher</u> 2 Youtube videos (Hi-5 Feelings and I Feel book) Feeling faces (pictures of various emotions on sticks for each student) Chart paper and markers to record feelings/emotions Signs with four faces: happy, sad, scared, sleepy Music clips for happy, sad, scared, sleepy Music for <i>Morning Strut</i> Variety of instruments Sheets with statement: "When I _____ I feel _____" "My Composition" sheet Computer with i-Movie	<u>Resources for the Student</u> Feeling Faces Instruments "I Feel" sheets "My Composition" sheets

Assessment of "Feelings" Project

	Oops! You forgot this!	You did this a little bit.	You did this well.	You did this very well.
	Level 1	Level 2	Level 3	Level 4
Came up with emotion and an event linked to that emotion.				
Carefully drew a colourful picture of the event linked to emotion.				
Brainstormed ideas & experimented with instruments to create sounds linked to emotion.				
Effectively communicated how to create the sounds linked to your emotion.				
Effectively created music depicting your emotion.				
Reflected on your choices of instruments and sounds for your music.				